

Struggling Readers: Diagnostics to Instruction Western Kentucky

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Instructors	
Donna Elder National Center for Family Literacy 325 West Main Street Louisville, KY 40202 E-mail: delder@famlit.org Phone: 502-584-1133 extension 143 Donna is a reading specialist at the National Center for Family Literacy where she uses her experiences from teaching adults and children on several projects. Donna has taught both in the elementary school and the community college setting. At Spoon River College in Canton, IL, she provided instruction for adult students enrolled in ABE and GED® reading classes as well as reading instruction for community college students in reading and study skill classes.	TBD

Overview

This institute within the Experienced Instructor Institute and is designed for KYAE adult education full-time instructors and instructor's aides of reading and writing who teach students in a classroom environment.

Prerequisites

Orientation to Adult Education and *Reading and Writing Instruction: Best Practices* (formally *Foundations in Reading and Writing Instruction*). Those who have completed the *New Teachers Institute* and *Effective Instructional Strategies* will be more prepared to complete this institute. Those who have participated in *Reading Diagnostics* or the *Struggling Readers* institute prior to FY 2009-2010 may be exempt from **sections** of this institute and only be required to complete the segments missed. Contact Dawn Hanzel, 859-257-6095, or dawn.hanzel@uky.edu.

Institute Description

This institute builds upon the knowledge and skills gained in the *Reading and Writing Instruction: Best Practices* institute (formally *Foundations in Reading and Writing Instruction*) and provides participants with the latest research-based strategies in delivering effective reading instruction to readers at all levels of learning focusing on the struggling reader.

The purpose of this institute is to introduce adult education instructors to various assessment tools that will assist them in identifying student's reading strengths and weaknesses beyond the information the TABE offers. Participants will be able to target instructional strategies more effectively after individual reading needs are identified. Participants will receive modeling and practice with the assessment tools and apply them with students.

Participants will receive hands-on practice in implementing strategies based on student needs as identified by the assessments. Participants will receive in-depth understanding of struggling readers as well as research-based, hands-on practical strategies in instruction in the components of reading. Participants will receive strategies to improve student word recognition, fluency with emphasis on vocabulary and comprehension development. The reading strategies may be applied to teach all content areas including math problem comprehension focusing on strategies needed to succeed on the current GED and beyond. Participants will also review barriers and solutions in delivering instruction with this challenging student population.

Learning Goals

Participants will:

1. Gain an understanding of:
 - what good readers do and characteristics of the struggling reader
 - the components of reading and reading instruction and how they contribute to reading-skill development
 - the need for reading-component assessment and apply various reading diagnostics to go beyond the TABE in identifying student needs
2. Learn various strategies and tools to deliver effective reading instruction in the four components of reading
3. Link assessment to instruction
4. Practice planning and implementing individualized and classroom instruction-based on assessed needs
5. Share and adapt lesson plans

Performance Objectives

This institute will enable students to:

1. Develop a definition of reading
2. Identify characteristics of effective and struggling readers
3. Describe the components of reading and reading instruction and explain how they interact and contribute to reading-skill development
4. Apply effective instructional strategies and tools with students based on the reading research related to developing word recognition, fluency, vocabulary and comprehension strategy skill development
5. Use diagnostic reading assessment results to choose the most effective instructional strategies and tools to apply with students.
6. Create, apply, and evaluate lessons with students implementing strategies and tools using explicit, direct instruction.

Institute Design

The institute will combine face-to-face sessions, demonstrations of instructional strategies, distance learning, classroom application of learning and an opportunity to receive feedback from an instructional coach. The components of the institute are listed below. Specific instructions related to each are found in the Institute Schedule section of the syllabus.

- **Introduction**

Format: Online via ANGEL

- Assessment of Prior Knowledge
 - to determine participant's familiarity with the content of the institute
- Online Assignment
 - to prepare participants for institute participation
- Other (TBD)

- **Kickoff Session**

Format: Two days; face-to-face

- Madisonville (Exact location TBD)

- **Interim 1**

Format: Distance Learning

- Assignment
 - Complete an assignment applying knowledge and skills covered during the kickoff session with students.
- Web-Conferencing
 - Meet via web conferencing to debrief, engage in discussion and sharing with peers, and prepare for upcoming sessions.
- Other (TBD)

- **Continuation Session**

Format: Two days; face-to-face

- Exact location TBD

- **Interim 2**

Format: Workplace

- Classroom Project
 - knowledge acquired in the prior sessions will be implemented in the classroom resulting in formal lesson plans
- Coaching Visit
 - an opportunity to practice instructional strategies, receive constructive feedback and ask questions
- Other (TBD)
- **Showcase Session**
Format: One day; face-to-face
 - Exact location TBD
 - Other (TBD)
- **Wrap-up**
 - Assessment of Knowledge Gained
 - to determine the effectiveness of the institute overall and the knowledge gained as a result of participation
 - Other (TBD)

Books and Materials Used

- Participant binder complete with handouts
- Books/Articles
 - Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL.
 - Campbell, Pat (2001). *Adult Diagnostic Reading Inventory*. Edmonton, Alberta: Grass Roots Press.
 - Campbell, P. (2003). *Teaching reading to adults: A balanced approach*. (2nd ed.) Edmonton, Alberta: Grass Roots Press.
 - Cromley, J. (2005). "Metacognition, cognitive strategy instruction and reading in adult literacy" in *Review of Adult Learning and Literacy*. (Vol. 5) National Center for the Study of Adult Learning and Literacy.
 - Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
 - Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy*. Minneapolis, MN: author.
 - Strucker, J. "What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences." *Focus on Basics*, Vol. 1, Issue B, May 1997, pp. 13-16.
 - Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.
 - Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME: Stenhouse Publishers.
- Additional handouts
 - *Resource & Tool Packet*
 - Institute Supply Kit

Assignments

The institute includes four assignments: a pre-assignment, two online assignments and a classroom-embedded project. Assignments are designed to assist participants in incorporating knowledge, strategies and tools learned in the institute into their classroom instruction. All assignments must be completed in a satisfactory manner (see scoring rubric) and submitted prior to the published deadlines in order to receive credit for the institute.

ANGEL Website

ANGEL is KYAE's online course management system. Using ANGEL you will be able to access the pre-test and pre-work assignment that is required to be completed three days prior to the First Face-to-Face Session. Additionally, you can download the institute syllabus, submit assignments, obtain course information, access resources and participate in discussions.

How to get to online courses in ANGEL:

After you have registered for this institute, you will receive an e-mail on how to complete the online pre-work and pretest in ANGEL. You will also get an e-mail from kyvc@kyvc.org indicating that an ANGEL account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Website: <http://kyvae.ky.gov> or <http://www.kyvc.org>. You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system. After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

Please note: If you cannot remember your username and password of your ANGEL account, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

Successful Completion of PD Requirements

In order to fulfill professional development requirements, participants must attend all required institute days, including face-to-face institute, Web-conferences and conference calls, as well as, successfully complete all projects and tasks. A scoring rubric will be used to assess all projects and tasks. Projects will be evaluated by the facilitator.

Facilitators will work with participants when extenuating circumstances, such as a serious illness or a death in the family, occur that prevent a participant from attending a required component of a institute or training.

Expectations

- Assignments

- In order to maximize the content of the institute, participants are expected to complete all additional components – pre-work, interim work, classroom project and coaching visit—prior to the assigned deadline.
- Attendance
 - Attendance is expected at all sessions and the web-conferencing events. If a serious situation, such as a serious illness or a death in the family, prevents attendance at any session, participants are asked to notify Carrie Davis at 859-323-2824 in advance of the scheduled session.
- Feedback form
 - Following each session participants will complete an online survey to give feedback on the session. Participants are expected to complete the form within one week of completing the session.
- Participation
 - Participants are expected to participate in lectures, discussions and activities in a manner that respects the beliefs, attitudes and feelings of fellow participants, facilitators and instructors.

Policies

- Cohorts
 - Participants join a cohort when they sign up for the workshop in PD track. Cohort participants will remain as a group throughout the length of the workshop. Participants may not change cohorts once the workshop has begun.
- Inclement Weather Policy
 - Face-to-face sessions will be cancelled due to inclement weather only when the local county (county in which the session is to be held) school board closes schools. Please check area news channels for school closings.
- KYAE Professional Development
 - For updated information regarding KYAE policies and information, visit <http://www.kyae.ky.gov/educators/pd.htm> .

Institute Schedule

<p><u>Introduction</u></p> <p>Location: Online via Angel</p> <p>Tasks to complete:</p> <ul style="list-style-type: none"> • Review and print syllabus and checklist • Assessment of Prior Knowledge • Assignments TBD 	<p>Due by August 9, 2010</p>
<p><u>Kickoff Session</u></p> <p>Location:</p> <ul style="list-style-type: none"> • Face-to-Face • Prestonsburg (exact location TBD) <p>Items to bring:</p> <ul style="list-style-type: none"> • TBD <p>Learning:</p> <p>Resources to be given:</p> <ul style="list-style-type: none"> • TBD <p>Assignment (Due at Continuation Session):</p> <ul style="list-style-type: none"> • TBD 	<p>August 12, 2010 9am-4pm</p> <p>August 13, 2010 9am-4pm</p>
<p><u>Interim 1</u></p> <p>Location: Distance Learning via Web Conference</p> <p>Tasks to complete:</p> <ul style="list-style-type: none"> ○ TBD <p>Items to bring to Web Conference:</p> <ul style="list-style-type: none"> ○ TBD 	<p>August 2010 – January 2011</p>
<p><u>Continuation Session</u></p> <p>Location:</p> <ul style="list-style-type: none"> • Face-to-Face • Location TBD <p>Items to bring:</p> <ul style="list-style-type: none"> ○ TBD 	<p>January 20, 2011 9a-4p</p> <p>January 21, 2011 9a-4p</p>

<p>Learning:</p> <p>Resources to be given:</p> <ul style="list-style-type: none"> • TBD. <p>Assignment</p> <ul style="list-style-type: none"> • TBD 	
<p><u>Interim 2</u></p> <p>Location: Workplace</p> <p>Tasks to complete:</p> <ul style="list-style-type: none"> ○ TBD 	<p>January - April, 2011</p>
<p><u>Showcase Session</u></p> <p>Location:</p> <ul style="list-style-type: none"> • Face-to-Face • Location TBD <p>Items to bring:</p> <ul style="list-style-type: none"> • TBD <p>Learning:</p> <ul style="list-style-type: none"> • TBD 	<p>April 1, 2011 9a-4p</p>
<p><u>Wrap-up</u></p> <p>Location: Online via Angel</p> <p>Tasks to complete:</p> <ul style="list-style-type: none"> • Feedback Form • Assessment of Knowledge Gained • Other assignment TBD 	<p>Due by April 8, 2011</p>

Additional Resources

- Cheatham, J. B. Colvin, R. J. & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction*. Syracuse, NY: Literacy Volunteers of America, Inc.
- Culham, R. (2006). *100 trait-specific comments: A quick guide for giving constructive feedback on student writing*. New York: Scholastic, Inc.
- Curtis, Mary E. & Kruidenier, John R. (2005). *Teaching adults to read: A summary of scientifically based research principles*. National Institute for Literacy.

- Hager, B., Garner, B., Smith, C., Bingman, M.B., Balliro, L., Mullins, L., Guidry, L. A., & McShane, S. (2005). *Understanding what reading is all about: Teaching materials and lessons for adult basic education learners*. National Center for the Study of Adult Learning and Literacy.
- Harvey, Stephanie & Goudvis, Anne (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Markham, Ontario: Stenhouse Publishing.
- Jacobson, Erik; Degener, Sophie; Purcell-Gates, Victoria. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners*. National Center for the Study of Adult Learning and Literacy.
- Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources*. (4th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Kelley, M. J. & Clausen-Grace, N.. (2007). *Comprehension shouldn't be silent: from strategy instruction to student independence*. Newark, DE: International Reading Association.
- Kerka, Sandra. (1988). "Strategies for retaining adult students: The educationally disadvantaged." *ERIC Digest No. 76*. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.
- Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy*. Minneapolis, MN: author.
- Lyon, George Ella. (1989). *Choices*. Lexington, KY: University Press of Kentucky.
- Marzano, R. J. , Norford, J. S. , Paynter, D. E., Pickering, D. J. & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA:. Association for Supervision and Curriculum Development.
- McShane, Susan. (2005). *Applying research in reading instruction for adults: First steps for teachers*. Washington, DC: National Institute for Literacy.
- Oczkus, Lori. (2004). *Super six comprehension strategies: 35 lessons and more for reading success*. Norwood, MA: Christopher-Gordon Publishers, Inc..
- ProLiteracy (1994). *Teaching adults: A literacy resource book*. Syracuse, NY: New Readers Press.
- Purcell-Gates, V. "There's reading and then there's reading: Process models and instruction." *Focus on Basics*, Vol. 2, May 1997.
- Quigley, B. Allan. (1997). *Rethinking literacy education: The critical need for practice-based change*. San Francisco, CA: Jossey-Bass.
- Robb, L. (2008). *Teaching reading: A differentiated approach*. New York: Scholastic Inc.
- Rylant, Cynthia. (1982). *When I was Young in the Mountains*. New York: Dutton Children's Books.